

Sangaree Intermediate

201 School House Lane
Summerville, SC 29483

Grades 3-5 Elementary School

Enrollment 620 Students

Principal Angel Siegling 843-820-3850

Superintendent Dr. J. Chester Floyd 843-899-8600

Board Chair Kathleen Bounds 843-761-5437

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	38	42	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 21 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Good	No
2005	Average	Below Average	No
2006	Average	Average	No

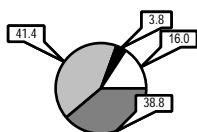
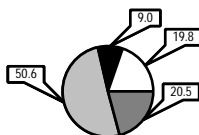
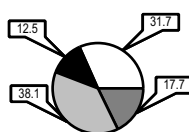
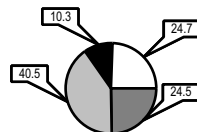
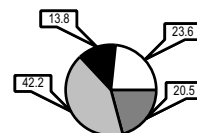
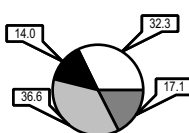
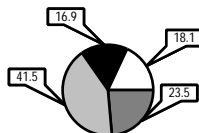
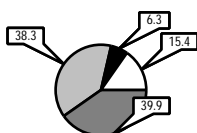
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	651	100.0	15.9	41.4	38.9	3.8	55.5	Yes	Yes
Gender									
Male	343	100.0	19.1	44.2	34.3	2.3	49.2	N/A	N/A
Female	308	100.0	12.2	38.1	44.1	5.6	62.6	N/A	N/A
Racial/Ethnic Group									
White	432	100.0	13.4	40.2	42.5	3.9	58.8	Yes	Yes
African American	146	100.0	23.0	41.5	31.1	4.4	46.7	Yes	Yes
Asian/Pacific Islander	10	100.0	10.0	40.0	50.0	0.0	80.0	I/S	I/S
Hispanic	49	100.0	22.2	44.4	33.3	0.0	47.2	I/S	Yes
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	531	100.0	9.2	41.3	45.2	4.3	62.6	N/A	N/A
Disabled	120	100.0	44.4	41.7	12.0	1.9	25.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	651	100.0	15.9	41.4	38.9	3.8	55.5	N/A	N/A
English Proficiency									
Limited English Proficient	29	100.0	40.0	30.0	30.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	622	100.0	15.0	41.8	39.2	4.0	56.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	305	100.0	17.5	50.6	29.7	2.3	46.4	Yes	Yes
Full-pay meals	346	100.0	14.5	33.5	46.8	5.2	63.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	651	100.0	19.7	50.6	20.6	9.1	45.2	Yes	Yes
Gender									
Male	343	100.0	18.8	48.5	23.1	9.6	46.2	N/A	N/A
Female	308	100.0	20.7	53.0	17.8	8.5	44.1	N/A	N/A
Racial/Ethnic Group									
White	432	100.0	15.2	50.4	23.1	11.3	50.4	Yes	Yes
African American	146	100.0	32.6	46.7	17.0	3.7	34.1	Yes	Yes
Asian/Pacific Islander	10	100.0	0.0	50.0	10.0	40.0	70.0	I/S	I/S
Hispanic	49	100.0	19.4	69.4	11.1	0.0	27.8	I/S	Yes
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	531	100.0	14.6	51.8	22.8	10.8	50.1	N/A	N/A
Disabled	120	100.0	41.7	45.4	11.1	1.9	24.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	651	100.0	19.7	50.6	20.6	9.1	45.2	N/A	N/A
English Proficiency									
Limited English Proficient	29	100.0	15.0	65.0	15.0	5.0	30.0	I/S	I/S
Non-Limited English Proficient	622	100.0	19.9	50.1	20.8	9.2	45.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	305	100.0	24.0	57.8	15.2	3.0	32.7	Yes	Yes
Full-pay meals	346	100.0	16.1	44.5	25.2	14.2	55.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	651	99.7	31.3	38.2	17.9	12.6	30.5
Gender							
Male	343	99.7	28.1	38.7	21.2	11.9	33.1
Female	308	99.7	34.9	37.5	14.1	13.4	27.5
Racial/Ethnic Group							
White	432	99.8	25.8	38.2	21.3	14.7	36.1
African American	146	99.3	45.5	36.6	11.2	6.7	17.9
Asian/Pacific Islander	10	100.0	20.0	40.0	0.0	40.0	40.0
Hispanic	49	100.0	36.1	41.7	16.7	5.6	22.2
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	531	99.8	26.3	39.9	19.6	14.2	33.8
Disabled	120	99.2	53.3	30.8	10.3	5.6	15.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	651	99.7	31.3	38.2	17.9	12.6	30.5
English Proficiency							
Limited English Proficient	29	100.0	50.0	40.0	10.0	0.0	10.0
Non-Limited English Proficient	622	99.7	30.7	38.1	18.1	13.1	31.2
Socio-Economic Status							
Subsidized meals	305	99.7	40.5	40.5	14.5	4.6	19.1
Full-pay meals	346	99.7	23.6	36.2	20.7	19.4	40.1

Social Studies							
All Students	651	99.8	24.5	40.6	24.7	10.3	35.0
Gender							
Male	343	99.7	22.5	40.7	25.5	11.3	36.8
Female	308	100.0	26.7	40.4	23.7	9.3	33.0
Racial/Ethnic Group							
White	432	100.0	22.0	39.6	26.0	12.3	38.3
African American	146	99.3	33.6	41.8	18.7	6.0	24.6
Asian/Pacific Islander	10	100.0	20.0	10.0	50.0	20.0	70.0
Hispanic	49	100.0	25.0	41.7	27.8	5.6	33.3
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	531	100.0	19.8	41.7	27.7	10.8	38.5
Disabled	120	99.2	44.9	35.5	11.2	8.4	19.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	651	99.8	24.5	40.6	24.7	10.3	35.0
English Proficiency							
Limited English Proficient	29	100.0	35.0	45.0	20.0	0.0	20.0
Non-Limited English Proficient	622	99.8	24.1	40.4	24.8	10.7	35.5
Socio-Economic Status							
Subsidized meals	305	100.0	31.2	44.9	19.0	4.9	24.0
Full-pay meals	346	99.7	18.8	36.9	29.4	14.9	44.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	165	100.0	6.6	37.5	53.3	2.6	55.9
	4	200	100.0	25.8	41.8	31.3	1.1	32.4
	5	203	100.0	18.1	51.1	29.8	1.1	30.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	216	100.0	10.2	34.7	51.0	4.1	55.1
	4	200	100.0	15.2	37.4	42.1	5.3	47.4
	5	235	100.0	21.8	51.0	24.8	2.4	27.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	165	100.0	13.8	69.7	11.8	4.6	16.4
	4	200	100.0	24.2	44.5	26.4	4.9	31.3
	5	203	100.0	21.8	48.9	17.6	11.7	29.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	216	100.0	17.9	58.7	20.9	2.6	23.5
	4	200	100.0	12.9	41.5	29.2	16.4	45.6
	5	235	100.0	27.2	50.5	13.1	9.2	22.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	165	99.4	28.3	51.3	19.1	1.3	20.4
	4	200	99.5	46.4	29.3	13.8	10.5	24.3
	5	203	100.0	34.0	30.9	18.6	16.5	35.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	216	100.0	25.0	44.9	21.9	8.2	30.1
	4	200	100.0	27.5	38.0	21.6	12.9	34.5
	5	235	99.1	40.7	31.9	10.8	16.7	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	165	100.0	11.2	53.9	28.3	6.6	34.9
	4	200	100.0	27.5	49.5	17.0	6.0	23.1
	5	203	100.0	31.4	40.4	15.4	12.8	28.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	216	100.0	9.7	37.2	40.3	12.8	53.1
	4	200	100.0	17.5	50.3	23.4	8.8	32.2
	5	235	99.6	44.4	35.6	10.7	9.3	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 620)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.7%	Down from 2.9%	2.9%	2.8%
Attendance rate	96.2%	Up from 95.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.5%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.4%	0.2%	0.0%
Eligible for gifted and talented	8.0%	Down from 26.6%	14.4%	10.4%
On academic plans	28.0%	N/AV	28.3%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	12.6%	Down from 14.7%	7.3%	7.5%
Older than usual for grade	1.1%	Up from 1.0%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	59.5%	Up from 54.5%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	73.8%	Down from 78.9%	89.0%	87.3%
Teacher attendance rate	96.6%	Up from 95.9%	95.1%	94.9%
Average teacher salary	\$41,679	Up 5.2%	\$42,944	\$42,485
Prof. development days/teacher	30.1 days	Up from 15.4 days	13.0 days	13.3 days
School				
Principal's years at school	1.0	Down from 5.0	6.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Down from 23.7 to 1	19.3 to 1	18.6 to 1
Prime instructional time	91.1%	Up from 89.9%	90.1%	89.7%
Dollars spent per pupil*	\$5,641	Up 3.2%	\$6,278	\$6,557
Percent of expenditures for teacher salaries*	58.7%	Down from 59.8%	65.3%	64.0%
Percent of expenditures for instruction*	65.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.1%	Down from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We are grateful to have such a talented staff, hardworking students and supportive parent population! As we reflect on the 2005-2006 school year many memories were created in the core academics, visual and performing arts, and extra-curricular clubs for our students. Students were engaged in numerous service learning projects that benefited our school and community. Our school participated in the Marine Corps' Toys for Tots Campaign with a contribution amounting to \$2,000. We also contributed over \$11,000 to the American Heart Association by participating in Jump Rope for Heart. There were over 2,600 heartwarming cards and letters sent from the students to our American Soldiers serving abroad to let them know how much we appreciate the freedom the armed forces help us preserve.

Our school was recognized by the accomplishments of many of our outstanding students: the art work of two students was selected for the published Phillip Simmons Foundation Inc. 2006 Calendar; twelve students placed first, second or third in the PTSA Reflections Competition in the areas of Visual Arts, Creative Writing and Photography; thirty-nine students were composition award winners; one student was selected as a winner in the International Peace Poster Contest; ten students represented our school in the All County Chorus Program, and ten students qualified for Duke University Talent Identification Program.

We received over \$28,000 in grant monies to support activities such as School to Work, school-wide arts programs, community projects, and classroom instructional programs. These additional funds enabled us to provide monthly arts awareness programs, staff development for our teachers in ways to infuse the arts into the curriculum, threads of culture family art nights, and two residency opportunities at each grade level. Some of the favorites this year were Atlantic Coast Theater, Red Herring Puppets, Pantasia Steel Drum Band, Mime Doug Berkey, Borenya, and Ashville Ballet. Through outstanding leadership and hard work, the PTSA Board generated monies to purchase student incentives, arts awareness programs, SMART Boards, and other technology equipment for classrooms.

Sangaree Intermediate School received Title I funds amounting to \$73,600, which supported instructional, professional and parenting programs within the school. Instructional programs were supported by the purchase of instructional materials, computers, professional literature, and children's books. Professional development opportunities allowed teachers to participate in workshops and expand their knowledge of the curriculum. Parenting programs included book fairs, Threads of Culture Programs, Open House, and Third Grade Orientation.

Sangaree Intermediate School continues to be an exciting learning environment where children can expand their knowledge, interests, talents, and social skills.

Angel Siegling, Principal
Tim Schavel, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	222	153
Percent satisfied with learning environment	94.1%	81.8%	86.0%
Percent satisfied with social and physical environment	100.0%	85.3%	85.0%
Percent satisfied with school-home relations	82.4%	87.2%	83.6%

*Only students at the highest elementary school grade level at this school and their parents were included.